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ABSTRACT

ERIC abstracts on open space schools, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "open education," and "open plan schools." The documents present materials defining open space schools and open education, comparing open space schools with traditional schools and open education with traditional education, and detailing plans for the implementation and operation of open plan schools. The following information is presented for each document: personal or institutional source, title, place of publication, commercial publisher, publication data, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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ERIC Abstracts

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Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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INTRODUCTION

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To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on open space schools, the index terms used are OPEN EDUCATION and OPEN PLAN SCHOOLS. The documents present materials defining open space schools and open education, comparing open space schools with traditional schools and open education with traditional education, and detailing plans for the implementation and operation of open plan schools. The listing is complete for all issues of RIE through August 1972 and includes documents processed by this and other clearinghouses.

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1. Andreae, Jennifer, and others. Open Education: ESEA Title I. Albany, New York: Division of Education for the Disadvantaged, New York State Education Department, [1970]. 81 pages. ED 059 334 MF $0.65 HC $3.29.

   New Rochelle, New York, adapted the open classroom philosophy of education, beginning with a summer Title I ESEA remedial reading program. This document recounts the experiences of a traditional teacher in converting to an open classroom, defines the open classroom approach, and describes the learning principles on which it is based. The report documents the school district's implementation of the open classroom approach, including teachers' and administrators' motivations for change in utilization and administration of corridors. Parents' relations to the open classroom are also discussed, as are future staff roles. The appendixes contain teachers' accounts of movement toward an open classroom approach, the text of a questionnaire sent to parents regarding changes in classroom and staff organization, a sample individual and weekly record, and floor plans of representative classrooms.

2. Barth, Roland S., and Rathbone, Charles H. A Bibliography of Open Education. Cambridge, Massachusetts: Advisory for Open Education, 1971. 66 pages. ED 059 617 Document not available from EDRS. (Available from Advisory for Open Education, 90 Sherman Street, Cambridge, Massachusetts 02140, $1.25.)

   As used here, open education is a general approach to teaching and learning that: (1) presumes the child's right and competence to make important decisions; (2) views the teacher more as a facilitator of learning than a transmitter of knowledge; (3) encompasses ideas such as vertical or "family" grouping; and (4) offers an environment rich in manipulative materials, abundant alternatives and choice for students, and flexibility of time, administration, and space. This bibliography is designed as a starting point for those interested in open education and as an extensive resource for those already familiar with these ideas and practices. It is divided into three sections: books and articles, films, and periodicals. Each of the 265 annotated entries is listed alphabetically by author under its appropriate category. The publisher or distributor is identified with each entry. Complete addresses are provided in a separate list, and an index provides access to entries by both author and title.

3. Brunetti, Frank A. Open Space: A Status Report. California: School Planning Laboratory, Stanford University, 1971. 22 pages. ED 057 485 MF $0.65 HC $3.29.

   The School Environment Study, a research, development, and dissemination program focused on open space schools, is the subject of this memorandum. The goals of the program are: compilation and coordination of

basic data on characteristics of open space schools; study of the effects of varying space arrangements on student and teacher performance, perceptions, and attitudes; development of methods and instruments to be used in conducting assessments of school environment; and development of guidelines and strategies to assist in promotion of effective space utilization. This document examines recent trends in open space development and presents data on the effects of open space on attitudes and behavior of students and teachers.

4. Chittenden, Edward A., and Bussis, Anne M. "Open Education: Research and Assessment Strategies." Paper presented at the annual meeting of the National Association for the Education of Young Children, Minneapolis, Minnesota, November 1971. 11 pages. ED 060 932 MF $0.65 HC $3.29.

   Interest in open education has been stimulated by reforms in the British primary school, and by the belief that British schools must become more responsive to the people they are intended to serve and less controlled by institutional routines and technological requirements. A two-dimensional scheme is proposed for conceptualizing various types of educational environments. The scheme requires that two sets of questions be asked, the first of which deals with the child as learner. To what extent does he affect what happens to him? The research includes attempts to look at communication, perception of school, intuition, writing, and quantitative concepts. The second set of questions relates to the teacher's contributions in influencing the nature and direction of learning. In the current enthusiasm for open education, centrality of the teacher's role is often overlooked. Thus, one critical focus for the evaluation of open education is on teachers. An initial approach to such evaluation might be an interview study of teachers working in open settings. Topics for the interview would be working environment and the process of open teaching.

5. Dopyera, John. "What's Open about Open Education? Some Strategies and Results." Speech given at Elementary-Kindergarten-Nursery Educators Conference, Washington, D.C., January 1972. New York: Syracuse University, 1972. 25 pages. ED 059 168 MF $0.65 HC $3.29.

   The author contends that openness of a program can be determined by the opportunities provided for the occurrence of certain behaviors, activities, and events. Specific content of open education programs may vary, but relative freedom of behavior and opportunity for diverse involvement do not. Procedures and research undertaken to measure openness include a program structure index and a specific indicator, the Open Program Structure Index (OPSI). The general index attempts to characterize the extent to which it is possible for a specified behavior, activity, or event to occur in a program setting. Illustrations of the use

of this procedure are included. The Open Program Structure Index uses fifteen specific items as behavior and activity criteria, and limits the span of study to a typical day. Ratings are made for each criterion used and each time period described. OPSI has been used to index openness in several school and early childhood programs and appears to be metrically adequate. Results indicate that OPSI can be used to index a full range of programs reliably and validly, and can be adapted for rating the components of a program.

6. Evans, Judith T. Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire. Newton, Massachusetts: Education Development Center, Inc., 1971. 68 pages. ED 058 160 MF $0.65 HC $3.29.

   A classroom observation rating scale, based on a recent analysis of the literature and conceptually verified by open education advocates, was used to differentiate British and American open classrooms from American traditional classrooms. The influence of socioeconomic settings was also observed. In the three comparison groups, more features of open education are found in higher socioeconomic settings than in lower ones. Rater-reliability for the classroom observation measure is high. The classroom observation rating scale is recommended as a survey instrument in a school system beginning to experiment with open education. Baseline data can be gathered and the scale can be used repeatedly to chart changes in classroom practices. A teacher questionnaire, parallel in form to the classroom observation rating scale, may be used in workshops as a starting point for a dialogue on teaching. Both measures can be considered as initial steps in adding greater theoretical precision and empirical understanding to the concept of open education.

7. General Learning Corporation. Midterm Report Revised. Report #3, Volume I. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 239 pages. ED 047 175 MF $0.65 HC $9.87.

   Volume I (Education Plan) of the midterm report is a detailed description of the goals, objectives, materials, and activities of the Fort Lincoln New Town (FLNT) elementary school curriculum. Placement, recordkeeping, and reporting procedures are included, and provisions are made for special education and pupil personnel services. The report concludes with several appendixes, including sample record forms. (Documents 7 through 14 are related.)

8. General Learning Corporation. Midterm Report Revised. Report #3, Volume II. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 413 pages. ED 047 176 MF $0.65 HC $16.45.

Volume II of the midterm report for the Fort Lincoln New Town (FLNT) education system is devoted to staffing and administration. Descriptions of these components of the first facility are extremely detailed. The open plan for the FLNT education system consists of seven subsidiary plans, three of which are described in this volume: organization and staffing, operation, and community participation. Although developed for the Washington, D.C. school in particular, the philosophy and basic components can be adopted to any school implementing an open plan education system. (Documents 7 through 14 are related.)

9. General Learning Corporation. Midterm Report #3, Volume III. Fort Lincoln New Town Education System. Washington, D.C.: 1969. 215 pages. ED 047 177 MF $0.65 HC $9.87.

Volume III of the midterm report for the Fort Lincoln New Town (FLNT) education system is a revision of some of the preliminary specifications and is addressed to the teachers, administrators, students, and community residents who will be using the facility. Three additional subsidiary plans of the open plan for the FLNT first facility are included. The first, facilities, describes the interior features, furniture, and equipment, and lists the suppliers. The second, funding, discusses budget estimates in a program format. The third, implementation, defines the tasks to be performed and the schedule to be maintained to open the first facility. (Documents 7 through 14 are related.)

10. General Learning Corporation. First Facility Utilization Manual. A Teachers Guide to the Use of the FLNT Elementary School. Fort Lincoln New Town Education System. Washington, D.C.: 1969. 134 pages. ED 047 178 MF $0.65 HC $6.58.

This faculty guide is designed to teach creative utilization of the Fort Lincoln New Town educational system's new facility. The first chapters discuss interior design, graphic considerations within the facility, materials and equipment suited to open space schools, and recommended audio systems. Later chapters cover exterior facilities, such as soil and landscape surrounding the school site. Finally, recommendations concerning the problem of implementation are discussed. To maintain continuity and quality, the guide argues, the initial planning concept must be continued throughout the construction process and throughout the life of the building. (Documents 7 through 14 are related.)

11. General Learning Corporation. Secondary Program, Report #4, Volume I. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 215 pages. ED 047 184 MF $0.65 HC $9.87.

Since the secondary facilities are not expected to be built until at least 1975, planning and description cannot be as detailed as they were for the first facility of the Fort Lincoln New Town (FLNT) education system. Providing a model for a secondary program, this report (Volume I of two volumes) addresses major issues to be resolved in specific planning. The document includes a description of relevant social, political, financial, and educational factors; a summary of the design process; a discussion of characteristics and implementations of the center concept; a description of the centers; a model for curriculum development; and a discussion of the facility, staffing, and community participation requirements. (Documents 7 through 14 are related.)

12. General Learning Corporation. Secondary Program, Report #4, Volume II. Appendices. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 246 pages. ED 047 185 MF $0.65 HC $9.87.

    Four secondary schools in the United States are operating with one or more of the recommended components of the Fort Lincoln secondary school. An analysis of these schools as they relate to the Fort Lincoln plan appears after a description of each school, with a summary at the end of the appendix. The report adds supporting and expanded information to Volume I, including descriptions of existing programs, sources of objectives, student seminar proceedings, an occupational education model, and suggested courses. (Documents 7 through 14 are related.)

13. General Learning Corporation. Comprehensive Plan, Report #5. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 112 pages. ED 047 186 MF $0.65 HC $6.58.

    Designed as a comprehensive plan for the Fort Lincoln New Town school system, this report summarizes educational plans developed to date and presents new elements of planning to provide the reader with a broad overview of the entire plan. The report covers the education program, the master plan, system organization, and evaluation, and refers the reader to previous documents for coverage of the topics of facilities, budgeting, and implementation. (Documents 7 through 14 are related.)

14. General Learning Corporation. Communication System for Fort Lincoln First Facility. Addendum to Midterm Report. Fort Lincoln New Town Education System. Washington, D.C.: 1970. 20 pages. ED 047 188 MF $0.65 HC $3.29.

    The requirements for various types of communication systems for the Fort Lincoln first facility are presented in this document. No attempt is made to specify hardware or select hardware suppliers, but a

description is provided to aid in obtaining designs and quotations from such suppliers. A communication system is defined as those technological means by which teachers, aides, students, and administrators can carry on instruction, monitoring, observation, and professional development, but does not include such items as books, overhead projectors, and so forth. Educational system requirements and communication subsystems are also discussed. (Documents 7 through 14 are related.)

15. Henderson, Ronald W. "Mindlessness in and about the Open Classroom." Paper presented at the annual meeting of the National Council of Teachers of English, Las Vegas, Nevada, November 1971. Tucson: Arizona Center for Early Childhood Education, University of Arizona. 20 pages. ED 058 955 MF $0.65 HC $3.29.

    This paper reports on alternative programs to current educational practice in an effort to overcome some institutional barriers to change. The Tucson Early Education Model, a comprehensive educational program, encompasses all the criterial attributes of the open classroom specified in the introduction to this paper. Certain psychological principles may be used to provide an effective learning environment for young children. In the natural environment, children acquire many complex skills, largely through observational learning. The teacher, aware of the ways modeling influences children and of the conditions facilitating the effects of modeling, is in a position to influence the growth of children in a very positive and natural way. The environment can also teach by providing cues, that is, objects or events in the child's surroundings that, as he learns to discriminate them, signal appropriate behavior. A third characteristic of an effective learning environment is reinforcement of purposeful and constructive behavior. An important assumption in the program is that ultimate responsibility for learning must rest with the student.

16. Hollingshead, Maybelle. Final Report on the Open Classroom Summer Institute, Concho School, Concho, Oklahoma, to Bureau of Indian Affairs, Anadarko Regional Office. Anadarko, Oklahoma: Anadarko Regional Office, Bureau of Indian Affairs, Department of the Interior, 1971. 65 pages. ED 056 816 MF $0.65 HC $3.29.

    The Open Classroom Institute began June 7, 1971, with a one-week teacher training workshop, followed by a seven-week innovative summer program in various curriculum areas for American Indian students in the first through third grades at Concho School, Concho, Oklahoma. This publication is a statistical descriptive report covering the period June 7 through July 30, 1971. The first chapter discusses background information, operational pattern, physical layout of the classroom, and

resource materials. The second chapter explains the organization of the learning environment in relation to the needs of the students, and describes the psychometric and health services provided to students, giving examples of diagnostic reports. The final chapters describe the intensive staff development program, list suggested recreational and cultural trips to complement the program, and provide an evaluation of the program.

17. Institute for Development of Educational Activities. The Open Plan School: Report of a National Seminar. Dayton, Ohio: 1971. 32 pages. ED 054 625 Document not available from EDRS. (Available from Institute for Development of Educational Activities, Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419, $2.00.)

A national seminar report brings together the opinions of a large group of architects, teachers, and administrators experienced with open plan schools. The seminar participants agree that the open plan school system with its flexible physical arrangement and flexible teaching program holds great promise as a method of training people to think for themselves. An architect traces the history of open plan schools from the early day one-room schoolhouse to the sophisticated educational complexes of today. The paper discusses both the intangible aspects of an open environment, such as individualized instruction, team teaching, student grouping, and the new role of the school administrator, and the tangible aspects of the school building and its furnishings. Open schools are only one part of a quality education program, and the attitudes of teachers, administrators, and students must be consistent with the open nature of the physical facilities at such a school.

18. Johnson, Gerald F. J., and Page, William C. Helping Traditional Teachers to Plan and Implement Student Centered Classrooms: Selected Classroom Project. Final Report. New Bedford, Massachusetts: Project COD, 1971. 237 pages. ED 055 962 MF $0.65 HC $9.87.

The Selected Classroom Project was planned, implemented, evaluated, and disseminated between October 1970 and June 1971. It narrowed the focus of Project COD to helping teachers in specific classrooms develop a practical approach to the transition from traditional to open classrooms. The twenty-one participating teachers in grades four through eight were selected by their principals on the basis of teaching experience, competence, and motivation for change. The help given the teachers by Project COD staff consisted of small- and large-group workshops in specific techniques, such as nonverbal communication and goal setting, continuation of individual assistance and counseling, and orientation of parents and administrators. Evaluation of the project was accomplished through analysis of journals kept by teachers; preobservation and postobserva-

tion using a specially developed instrument; and questionnaires completed by teachers, principals, and students. Results of the observation show a definite change in teacher and student behavior toward those behaviors identified as typical of a student-centered classroom. Responses to the questionnaires indicate the majority of those involved, from 75 to 90 percent, favor continuation of this approach. Dissemination of the project was accomplished through newsletters, newpaper articles, and conference speeches. Appendixes contain copies of evaluation forms, tables of results, a student goal-setting form, and a sample workshop outline.

19. Katz, Lilian G. Open-Informal Education: Recommendations for Research and Development. Final Report. Urbana, Illinois: College of Education, University of Illinois, 1971. 39 pages. ED 058 944 MF $0.65 HC $3.29.

This report outlines a set of research and development efforts through which the National Institute of Education might support and encourage open education. "Research and Development for the Support of Open-Informal Education" consists of five sections: an introduction, the problem of terminology, the problem of definition, a tentative definition of open education, and a rationale for open education. "Central Issues for the Implementation of Open Education" contains two sections: an introduction, and research and development topics. The topics listed are: attributes and behavior of teachers related to effective open informal teaching; authority, control, and permissiveness in teachers; determinants of teacher behavior; teacher selection and training; and approaches to teacher training. Problem areas related to open informal education are administration, leadership style, school-community relations, curriculum materials, and evaluation. An appendix compares teacher-directed learning and teacher-facilitated learning.

20. Kyzar, Barney L. Comparison of Instructional Practices in Classrooms of Different Design. Final Report. Natchitoches, Louisiana: Northwestern State University, 1971. 76 pages. ED 048 669 MF $0.65 HC $3.29.

Various instructional practices and problems in open plan classrooms are compared with practices and problems in conventional plan school buildings. One secondary and three elementary schools with open plan classrooms are paired with comparable schools with conventional classrooms. Instruments were used to record teaching techniques, psychological climate, social organization, order-maintaining techniques, provisions for individual differences, and activities utilized in the instructional program. A sound survey was conducted in each of the schools to determine the amount of noise transmitted from instructional areas

or rooms, and sound-level readings were taken during instructional periods to ascertain actual classroom noise levels. The evidence gained in this investigation indicates that noise is not a problem in open space schools.

21. Metropolitan Toronto School Board. SEF-Academic Evaluation. An Interim Report. Toronto, Ontario: Study of Educational Facilities, 1972. 210 pages. ED 061 598 MF $0.65 HC $9.87.

    This report is the result of the first year evaluation of sixteen open plan schools built by the Study of Educational Facilities (SEF), four non-SEF open plan schools, and four traditional plan schools, in an effort to compare SEF schools with non-SEF schools and open plan facilities with traditional plan facilities. The study was intended to gather information on the adequacy of facilities from the standpoint of the users. Questionnaires were given to all teachers and principals, to randomly selected fifth- and sixth-grade students in heterogeneous classes, and to randomly selected parents and neighbors. In addition, observations of all students and teachers were made in twelve schools over a period of one week. There were differences between the schools, both in satisfaction with and utilization of facilities. Some observations favored SEF schools and some favored non-SEF open plan schools. However, the differences from school to school were generally much greater than the average differences between types. The large, overriding differences were found between the open and the traditional plan schools.

22. Ontario Institute for Studies in Education. Open Plan. An Annotated Bibliography. Current Bibliography No. 2. Toronto, Ontario: 1970. 22 pages. ED 051 549 Document not available from EDRS. (Available from Library Reference and Information Services, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada, $1.00.)

    An annotated bibliography of literature on the open plan school confines itself to material that relates educational programs to open design buildings. A section on teaching in an open plan school offers forty-six items, including discussions of the program, its administration, and the teacher's role. Another section deals with facilities and lists thirty-seven items, emphasizing building design and equipment as related to the educational function. Within each section, journal article availability information is grouped separately from information on books, reports, and films.

23. Pritchard, D. L., and Moodie, A. G. A Survey of Teachers' Opinions Regarding Open-Areas. Vancouver, British Columbia: Vancouver Board of School Trustees, 1971. 14 pages. ED 057 102 MF $0.65 HC $3.29.

This survey audits both current and former open plan school teachers, most of whom support the use of the open plan concept for the majority of pupils. There are some reservations, and changes in teacher training, facilities, and procedures are recommended.

24. Resnick, Lauren B. "Teacher Behavior in an Informal British Infant School." Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971. Pennsylvania: Learning Research and Development Center, University of Pittsburgh. 35 pages. ED 059 181 MF $0.65 HC $3.29.

    Systematic observation of teacher behavior in several classrooms of an informal British infant school was undertaken to determine typical patterns of interaction between teacher and child. A typical pattern of teacher behavior involves extended substantive discussions with one or a group of children, interspersed with very brief exchanges with individual children, usually child-initiated and often concerned with organization or management questions. Another pattern includes extended interactions, dominated by questioning of the child with respect to substantive (academic), personal, and self-management aspects of the task on which he is working. Brief interactions, heavily child-initiated and playing a classroom management as well as instructional function, were also discovered. On the basis of these data and other reports, informal teaching styles are analyzed for their means of fulfilling critical educational functions.

25. School Planning Laboratory. Open-Space Schools Project. California: Stanford University, 1970. 7 pages. ED 057 484 MF $0.65 HC $3.29.

    The first of a series of bulletins dealing with various aspects of the activities of the open space schools project, this issue contains information gathered in the first phase of the project regarding the general nature of open space schools, national development trends, reasons for development, and areas of concern. Research related to the planning, design, and use of open space facilities has three objectives: to establish a common frame of reference for future research and development; to help educators, planners, architects, and others make decisions related to school development and operation; and to design solution strategies for common problems.

26. Smith, Louis M. "Dilemmas in Educational Innovation: A Problem for Anthropology as Clinical Method." Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971. 9 pages. ED 048 643 MF $0.65 HC $3.29.

Four school buildings encompassing a total of eleven open instructional areas were subjected to the clinical method or participant observation mode of inquiry. Two interrelated conclusions regarding the open space design resulted: a distinguishable variation in administrative strategies existed when each group of teachers developed its own style, and administrative decisions precluded utilization of the structure as planned. Additional cases must be studied, and data regarding the impact of classroom density and central office scheduling must be accumulated to make comparisons and contrasts. The cumulation of such cases is the contribution of educational anthropologists to the theory and practice of education and, in particular, to educational innovation.

27. Somersworth School District. Project SOLVE (Support of Open Concept Learning Areas through Varied Educational Teams). Application for Operational Grant Under ESEA Title III for July 1, 1970- June 30, 1973. New Hampshire: 1970. 68 pages. ED 041 184 MF $0.65 HC $3.29.

The Support of Open Concept Learning Areas through Varied Educational Teams (SOLVE) story begins with a history of SOLVE and a statement of need. The needs of the member schools of SOLVE are largely focused on staff development skills, and the authors of this project have detailed expectations, of which teachers should be aware, concerning the individualization of instruction. Also discussed in this section are some aspects of the process of teaching, teaching skills (considering group process to a small degree), and the principal as change agent. The dissemination section reflects the need to build a model that will serve the SOLVE schools and the new open concept schools, which may number as many as twenty-three in the state of New Hampshire by September 1972. The evaluation model was completed by Heuristics of Massachusetts and represents not only the thinking of the project writers and Heuristics, but also the consultation of H. Stuart Pickard and R. Cliff Wing as well. The final consideration is the duality of Project SOLVE: its needs as a project, and needs of the member schools. The report details project needs in the area of personnel and member school needs in the area of fulfillment of objectives.

28. Thackray, John, and others. "Open Door," New York City. New York: Program Reference Service, Center for Urban Education, 1970. 47 pages. ED 048 410 MF $0.65 HC $3.29. (Also available from Center for Urban Education, 105 Madison Avenue, New York, New York 10016, $1.50.)

The "Open Door" Program began in 1968 at two public schools in New York City and has been expanded in these schools during the 1969-1970 school year. The program seeks, within the large urban school, to establish a flexible and intimate learning environment, to provide greater continuity between grade levels, and to enrich the curriculum by providing opportunities for

children to relate to more people and things. The teacher's role is regarded as supporting and extending these experiences. A corridor can be considered a unit apart from the school, a small school within a big school. Preschool through second grade classrooms opening from such a corridor are the program's unit. By opening the doors, enriching equipment in classroom and corridor, and encouraging movement into the corridor and through the corridor between the classrooms, a continuity program could be established from one grade to another, thus meshing with the actual progress of the child. The program proposes to continue the enriched environment and individualized teacher-child relationship of Head Start, and to show that Head Start gains can be maintained. "Open Door" also seeks to create for student teachers a model of individual and small-group teaching in the midst of multiple activities.

29. Walberg, Herbert J., and Thomas, Susan Christie. Characteristics of Open Education: A Look at the Literature for Teachers. Newton, Massachusetts: Education Development Center, Inc., 1971. 114 pages. ED 058 164 MF $0.65 HC $6.58.

This study attempts to provide an analytic basis for an operational definition of open education. The basic aims are: definition of some essential pedagogical features of open education; development of explicit, concrete indicators for each feature; validation of the indicators with the major writings on the subject and with the ideas of important theorists and practitioners in the United States and Great Britain; and comparison of open education to other relevant approaches, such as progressive and affective education. Eight major themes serve as a framework: (1) instruction—guidance and extension of learning; (2) provision for learning in the classroom; (3) diagnosis of learning events; (4) reflective evaluation of diagnostic information; (5) humaneness—respect, openness, and warmth; (6) opportunities for growth; (7) self-perception—the teacher's view of herself and her role; and (8) assumptions—ideas about children and the process of learning. With attention to each of the eight themes, the document examines works of twenty-eight selected authors classified as writers of historical importance, progressive educators, popular critics, affective educators, and writers on open education. A list of pedagogical characteristics is presented, each accompanied by illustrative quotations from the literature.

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